 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** Mr. Cognata  **Lesson #: 3 Facet: Application**

**Grade Level: 9-12**  **Numbers of Days: 3-5 days**

**Topic: Revolutionary War**

**PART I:**

**Objectives**

**Student will understand** that if the patriots did not win the battles they did during the Revolution America would not be a free country today.  
  
**Student will know** about the Battle of Yorktown, the Battle of Ticonderoga and the March to Quebec  
  
**Student will be able to**exhibit the characteristics of the American Revolution  
  
**Product:**Google Doc interactive Essay

**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**

**Maine Learning Results**  
**Content Area:** Social studies  
**Standard Label:** E history  
**Standard:** E1 Historical Knowledge, concepts, themes and patterns.  
**Grade level span:** Grade 9-Diploma "American History: Revolutionary Era".  
Understanding major eras, major themes and influences in U.S. and world history, including roots of democracy and ideas in the world.  
**Performance Indicators:** a,c,e  
  
**Rationale:** The teacher will have students write a 5 paragraph essay on Google Docs.  
  
**Assessments**  
The teacher will have students do the handprint activity, except the students will not write what they learned that day, but the five key events from the American Revolution that they want to include in their essays.   
  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding strategy during instruction**  
During class the students will go through a 1-2-3 activity where they will put one finger up meaning they do not understand or three fingers up meaning that they have a good understanding. At the end of the class each student will mention one key event that they are going to use and then go in depth about it.   
  
**Section II – timely feedback for products (self, peer, teacher)**  
Students will swap papers with a fellow classmate and they will each peer edit one another's papers. The teacher will provide feedback through the Google Doc.   
  
**Summative (Assessment of Learning):**  
Essay in Google docs- Evaluate the long term effects of the American Revolution. This will be a four to six page assignment in which you show me what you have learned. Students will have the option of covering one specific event during the Revolution and justifying to me why this event was so critical. Students can also choose to go broad and justify the whole Revolution. Whatever the students choose they must have sources cited.  
  
**Integration**  
**Technology (SAMR):**The Google Doc essay would act as augmentation because not only does it substitute emailing an essay, but there is functional improvement as well: instead of students waiting for feedback via email the teacher can go into the Google Doc and edit in there.   
  
  
**English:**Students will be writing an essay.   
  
  
**Groupings**  
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
Students will use the hand print graphic organizer to assemble their facts. This activity will give them a basic outline to their essays. At the end of class I will ask them questions regarding the Revolution and if they answer correctly that will act as their exit card.  
  
**Section II – Groups and Roles for Product**  
Students will pair up and discuss what events they are using for their papers. As they are going through the events both students will provide details to one another about the events.   
  
**Differentiated Instruction**  
  
**MI Strategies**  
  
**Logical:**Students will have to think critically about what events triggered this Revolution because each event caused another to occur. They will realize that their is an equal reaction to every action.  
**Verbal:**Students will be discussing their essays in class and sharing their ideas with the teacher and each other.   
**Visual:**All students will watch a short documentary in class the day the essay is assigned   
**Musical:**Music from the time period will be featured in the documentary  
**Intrapersonal:**Each student will be paired up and edit with a partner upon completion of their first draft.  
**Interpersonal:**Students will write the essay on their own.   
**Kinesthetic:**After the documentary is over the teacher will have students demonstrate at least one event that plan using for their essay.  
**Naturalist:**Students will have to include details on where their event took place.   
  
  
**Modifications/Accommodations**  
***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)****I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*  
  
**Plan for accommodating absent students:**  
With absences there will be a three strike you're out kind of policy. If students miss class more than three times they will have a meeting with me to talk about why they are not showing up and what the solution to the problem is. If they do not provide me with a proper explanation they will begin to lose points in their class participation grade.

**Extensions**  
An extension will be up to three days total. If the student cannot complete the assignment in that three days the project will then be considered late.

**Technology (SAMR):**The use of Google Docs will act as a form of augmentation because students will be able to receive feedback immediately.   
  
  
**Gifted Students:**Gifted students will be allowed to pick additional events to put in their papers. They may have a max of five extra events.   
  
  
**Materials, Resources and Technology**

* Paper
* Documentary over the American Revolution
* Laptops

**Source for Lesson Plan and Research**  
  
Checking for understanding: handprint  
<http://edu221resources.wikispaces.com/file/view/strategies.pdf/171330477/strategies.pdf>  
Graphic organizer  
<http://www.eduplace.com/graphicorganizer/>  
The American Revolution's key events  
<http://www.history.com/topics/american-revolution/american-revolution-history>  
Documentary over the American Revolution   
<https://www.youtube.com/watch?v=zv1QdkMdGrA>

This is a tutorial over how to use Google Docs

<https://www.youtube.com/watch?v=s6V_h43-BIY>

**PART II:**

**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)*

**Classroom Arrangement:** Desks will be arranged in a circle to have a roundtable discussion about the essays.

Agenda(includes days and time)

Day 1

Students will be asked to discuss what America would have been like without the American

Revolution: 20 mins

Students and I will discuss what they came up with: 15 mins

I will do a recap with students over the key events of the American Revolution: 30 mins

Students are told about the Essay in Google Docs that they will be doing: 15 mins

Day 2

I will show students how Google Docs work: 20 mins

Students will ask questions about Google Docs: 10 mins

Students work on graphic organizer to outline essays: 20 mins  
Students show me their graphic organizers for approval and begin to work on essays: 30 mins

Day 3

Roundtable discussion over what events students are covering in their essays: 20 mins

Students rethink about their essays and decide if they want to add additional events: 10 mins

Students work on essays: 20 mins

Students pair up and give feedback to one another over essays: 20 mins

Students will fill out an exit card stating one event that they have not added to their essays yet: 10 mins

Day 4

Students work on essays: 50 mins

Students pair up and talk about their conclusions: 20 mins

Students fill out exit card stating whether or not they are changing anything in their conclusions: 10 mins

Day 5

Students do last minute revisions to essays: 10 mins

Students post essays to Google Docs: 10 mins

Roundtable discussion about how they think their essays went and what events they thought were most important: 45 mins

Students fill out an exit card stating something new learned while writing their essays: 15 mins

**Teaching and Learning Sequence**

Student will understand that if the patriots did not win the battles they did during the Revolution America would not be a free country today. With the use of [Google Docs](https://www.youtube.com/watch?v=s6V_h43-BIY) students will become involved in the process of writing their essays. Students will apply what they have learned thus far and write an essay in Google Docs. This will give them a chance to apply what they have learned to a five paragraph essay. *Students will receive the chance to show what they have learned and apply that knowledge to an essay.* Through this assignment students will be able to showcase their knowledge and group all of the facts together. Each students will know the different events that took place during the American Revolution and write about them. Students will use the [handprint](http://edu221resources.wikispaces.com/file/view/strategies.pdf/171330477/strategies.pdf) exercise to get a basic idea of what each paragraph will contain. They will be able to go back through and see what [key events](http://www.history.com/topics/american-revolution/american-revolution-history) should be mentioned in their essay. They will also have the chance to go back and watch a [documentary](https://www.youtube.com/watch?v=zv1QdkMdGrA) that will recap everything they have learned.

**Where, why, what, hook, Tailors:** Interpersonal, intrapersonal, visual, logical, linguistic, kinesthetic, musical

Students will know about the Battle of Yorktown, the Battle of Ticonderoga and the March to Quebec. They will be able to demonstrate in an essay what they have learned and what events during the American Revolution were most critical. They will also be able to discuss in roundtable discussions what they have learned and will also be able to ask questions. Students will truly be able to everything they have learned in the course and apply to their essays. Students will be able to apply this information in a coherent and chronological fashion. This will indicate what they have learned and what parts may need some clearing up. Ultimately students will come to realize how essential these events were in making America a free nation.

**Equip, explore, rethink, Tailors:** Interpersonal, intrapersonal, verbal, logical

Students will be able toexhibit the characteristics of the American Revolution. When writing this essay students will realize how important these events were during the American Revolution. Students will be able to connect each event to one another and see how important these events were to one another. They will also understand and recognize that without these events America would not be a free nation today. Students will also have each other during this entire process. Since the essay will be done on Google Docs they will be able to interact with one another and myself to make any corrections to the content of their essays. They will also use a [graphic organizer](http://www.eduplace.com/graphicorganizer/pdf/goal_reason.pdf) to match up the events that took place with reason. This will be where logic is key for students. After the students have figured the reasons behind these events they will apply this to their essays and construct it in an appropriate fashion.

**Explore, experience, rethink, revise, refine, Tailors:** Logical, visual, interpersonal, intrapersonal

Students will then be able to see the reasoning behind each event that took place. They will understand the logic behind the moves of both sides. In a sense they will be taking on a perspective where they think about why these events took place. Students will know why and how the events took place. Going back through and seeing what actually happened will help students to make deeper and though provoking connections to the material. This will also help students realize how vital each and every event was. They will see how the domino effect had such a huge impact on how these events came to be. Through the Google Docs they will be able to go back through and make changes to their essays to further improve their understanding.

**Explore, experience, rethink, revise, refine, Tailors:** Logical, interpersonal, intrapersonal, verbal

When students are working on their papers I will be able to go back through their essays and give them feedback through the Google Doc. This will help them to realize what fallacies or misconceptions they may have in their papers. They will also see why these events were so important and why each event unfolded the way that it did. After students get the feedback they will apply to their essays and will gain more depth in their knowledge of the events they wrote about. During the roundtable discussion students will also learn about other things they should include in their essays and they will also be able to bounce ideas off one another. This interactive exercise will be great for students to hone in what improvements they can make to their essays.

**Evaluate, Tailors:** Interpersonal, intrapersonal, logical , verbal, logical

**Content Notes**

Students will know about the Declaration of Independence, the Boston Tea Party, Boston Massacre, the Battle of Ticonderoga and the March to Quebec. The Declaration of Independence was signed and ratified on the 4th of July in 1776 in Philadelphia, Pennsylvania. John Hancock, Thomas Jefferson, John Adams and Samuel Adams are some of the signatures on this legendary document. The main purpose of the Declaration was to establish the separation between Britain and the United States. The Boston Tea Party took place on December 16th, 1773 and was coordinated by the Sons of Liberty. Samuel Adams is believed to be the one who spearheaded the whole plot. This was the first serious retaliation made by the colonists against the British. The Boston Massacre took place on March 5th of 1770. This resulted in the death of five colonists. The Battle of Ticonderoga or better known as the Capture of Fort Ticonderoga took place on May 10 in 1775. The Green Mountain Boys seized the fort while being led by both Benedict Arnold and Ethan Allen. The capturing of Fort Ticonderoga would help to facilitate Benedict Arnold’s expedition to Quebec. He believed that it was vital to take over the Quebec base because it could be used by the British to set up attack forces on Lake Champlain. During his 300 mile plus trip through Maine Arnold managed to lose 500 men. Students will also know key names such as George Washington, John Adams, Sam Adams, Benedict Arnold, Benjamin Franklin, Thomas Paine, John Hancock and Thomas Jefferson. George Washington was a huge factor in the American Revolution, in fact without him the war would not have turned out the way it did. He was an incredible general who had a vast working knowledge of battle strategies. He could arguably be the single most important person involved in the Revolutionary War. John Adams, who actually ended up being Washington’s Vice President was born in Quincy, Massachusetts in 1735. Adams was a successful lawyer in the Boston area and later became a delegate of Massachusetts. He was respected by many, but was under fire for a brief amount of time when he represented the British troops involved in the Boston Massacre. However, he was soon absolved of this by the colonists when he paired up with his cousin, Samuel Adams to help in sparking the American Revolution. Samuel Adams was one of the founders of the Sons of Liberty and is considered by many historians to be the one who orchestrated the Boston Tea Party. Samuel Adams was the first true patriot to rebel against the British. Benedict Arnold was Washington’s second in command. He led numerous battles and fought bravely for the Continental Army for most of the war, but ended up betraying America and joining the British in 1780. Benjamin Franklin was in unique position for most of the war because he had ties with the British and the French. He was a huge factor in drawing up the Declaration of Independence and was also involved in overseeing the British sign the treaty to end the war in France, in 1781. Thomas Paine was essential during the American Revolution through his works in literature. He issued two pamphlets that inspired the American Revolution. The first one was *Common Sense,* which basically talked about why America should breakaway from British control. The second pamphlet was *The American Crisis,* which further supported the American Revolution taking place. Just to put in perspective how important Thomas Paine’s works were John Adams said after the publication of *Common Sense* the following quote: “Without the pen of the author of *Common Sense*, the sword of Washington would have been raised in vain.” John Hancock, one of our Founding Fathers, was known to be one of the richest individuals in all of the colonies. John Hancock was a business man and politician of Massachusetts. He made most of his money through importing and exporting different products through Boston’s harbor. The British put a halt on all harbor activities, so in response to that Hancock decided to fund the Sons of Liberty in hopes that a big enough rebellion would start to get the British’s attention. If it were not for the British preventing Hancock from doing business he may never have gotten involved in the Revolution at all. Thomas Jefferson graduated from the College of William and Mary with his certification to being a lawyer. He was extremely well read and was pro-democracy, which became quite obvious after he wrote the Declaration of Independence. Students will understand how the American Revolution came to be and why it was so crucial to the birth of our nation. The Revolution was a time of change. During this time change was something that America needed desperately. The U.S could no longer give in to the tyranny of the British. Students will also understand the point of view of the British during this course. They will understand what the motives of each side were. The course will cover many other aspects of the American Revolution as well, but these are the main points that will be focused on.

**Handouts**

Paper, rubric and graphic organizer

**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

***Learning Styles***

***Clipboard:*** Students that work well with lists will like this project because they will need to make a list of the events in chronological order and they will then apply it to their essays. They need to have the different events listed in front of them in order to fulfill the requirements of the assignment.

***Microscope:*** Students that appreciate the depth of knowledge will really love this project. In their essays they must show the depth of the knowledge they understand.

***Puppy:*** Students will interact with one another through the Google Docs and the roundtable discussion in a none threating way. Each and every student will feel comfortable with one another because the environment will be extremely non-threatening.

***Beach Ball:*** Students will be able to collaborate with one another during these interactive activities and discuss the events that they chose to include in their essays. They will be able to interact with one another and bounce ideas off one another.

***Rationale:*** Nothing is more important than adhering to every different type of students learning styles. Every student is different, therefore we as the educator must make sure they are learning according to their classification.

***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***

***Formative:*** The goal-reason web will give students an understanding of how the events they cover will line up with one another. This will help with the construction of their essays

***Summative:*** Students will come to the roundtable discussion with questions about their essays. From there the teacher will answer any questions they may have and point them in the right direction.

***Rationale:*** This assessment will give the students a chance to show the teacher what they have taken from the course thus far. They will demonstrate what they have learned through this assignment.

***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***

**Maine Learning Results**  
**Content Area:** Social studies  
**Standard Label:** E history  
**Standard:** E1 Historical Knowledge, concepts, themes and patterns.  
**Grade level span:** Grade 9-Diploma "American History: Revolutionary Era".  
Understanding major eras, major themes and influences in U.S. and world history, including roots of democracy and ideas in the world.  
**Performance Indicators:** a,c,e

***Facet:*** Application

***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***

***MI Strategies:***

**Logical:**Students will have to think critically about what events triggered this Revolution because each event caused another to occur. They will realize that their is an equal reaction to every action.  
**Verbal:**Students will be discussing their essays in class and sharing their ideas with the teacher and each other.   
**Visual:**All students will watch a short documentary in class the day the essay is assigned   
**Musical:**Music from the time period will be featured in the documentary  
**Intrapersonal:**Each student will be paired up and edit with a partner upon completion of their first draft.  
**Interpersonal:**Students will write the essay on their own.   
**Kinesthetic:**After the documentary is over the teacher will have students demonstrate at least one event that plan using for their essay.  
**Naturalist:**Students will have to include details on where their event took place.

***SAMR:*** The use of Google Docs will act as a form of augmentation because students will be able to receive feedback immediately. Students will be able to apply the feedback they receive at a more efficient level.

***Rationale:*** Students will be able to apply what they have learned to their essays. This will also give them a chance to realize how each event led each other. Through this essay they will be able to break down the American Revolution into key events.

***NETS STANDARDS FOR TEACHERS***

**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

***Rationale:*** Students will understand that if the patriots had not won the battle they did during the American Revolution the U.S would not be a free country today. They will apply this knowledge to their Google Doc essays.

**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

***Rationale:*** Through this interactive essay assignment students will realize how critical these events were and will also understand that without these events America would not be free today. They will understand the importance of these events.